

MASTERS OF BEEF ADVOCACY

Career Development Event

Revised August 22, 2025

1. Purpose

- a. The purpose of the Masters of Beef Advocacy Career Development Event is to provide individuals with knowledge and understanding of beef and the beef lifecycle and the tools to share that information with consumers. The Arizona beef industry is robust, contributing \$431 million to Arizona's GDP while also being the keepers of the open range and spaces, leasing a vast amount of land from state or federal agencies to raise cattle. The Masters of Beef Advocacy (MBA) training program, developed by the Beef Checkoff Program, is a free, self-guided online course that provides farmers, ranchers, service providers, consumers, and all members of the beef community the tools and resources to become a beef advocate and answer tough questions about beef and raising cattle. This contest allows students the opportunity to complete the MBA program and then showcase their knowledge and ability to share facts and information about the beef community with consumers who have questions or concerns.

2. Event Description

- a. This CDE is your chance to be challenged in your efforts to advocate for the Arizona beef industry. This event is completed prior to the Arizona FFA Spring Conference, where results will be announced. ***Students who are competing in this event, and their FFA advisors, must have completed the online MBA program which can be found and enrolled in here: <https://www.beefitswhatsfordinner.com/masters-of-beef-advocacy>.*** Once the MBA program is completed, the student will develop and submit a lesson plan, a video of themselves teaching the lesson plan to the appropriate audience along with the visuals used during the presentation, and a reflective essay on the experience.

3. Standards

- a. 10.1 Recognize animal behaviors to facilitate safely working with animals.
- b. 10.2 Investigate the nature and properties of food, fiber, and by-products from animals.
- c. 10.3 Differentiate between major wholesale/ retail meat cuts of beef, pork, lamb, and poultry and compare the value of various meat cuts.
- d. 10.5 Analyze the nutritional roles and needs of animals.
- e. 10.6 Analyze the feed rations to meet the nutritional needs of animals.
- f. 10.7 Develop a plan to treat animal ailments.
- g. 10.8 Differentiate among animal selection, reproduction, breeding, and genetics.
- h. 10.9 Demonstrate animal selection based on reproduction, breeding, and genetics.
- i. 10.10 Explore how animals are evaluated for breeding readiness and soundness.
- j. 10.12 Demonstrate proper methods to clean and disinfect animal equipment and facilities.
- k. 10.13 Demonstrate proper use of animal medications following established withdrawal protocols.

4. Event Format

- a. This is an individual event, meaning one student per entry will be allowed.

b. General rules

- i. Both the student and the student's advisor must have completed the ONLINE MBA program prior to any work done on the contest assignments. The program can be found and enrolled in here:
<https://www.beefitswhatsfordinner.com/masters-of-beef-advocacy>.
- ii. Topics for lesson plan, video and essay may be chosen from the year's official highlighted Masters of Beef Advocacy lesson (these are the MBA lessons). Entry should reflect topics featured in corresponding lesson. See year and topics below:
 1. 2023: The Beef Community
 2. 2024: Raising Cattle on Grass
 3. 2025: Life in the Feedyard
 4. 2026: From Cattle to Beef
 5. 2027: Beef. It's What's for Dinner
- iii. One copy of the lesson plan, video, presentation visuals (photos, power points, etc), and essay will be due to the event chairperson on or before the established deadline of January 30, 2026.
- iv. Official FFA dress is not required for this event, rather students should dress in clothing appropriate for a person giving a presentation to a classroom or professional audience.
- v. All material will be student produced and verified by the local chapter.
- vi. Presentation must occur within the allotted time frame of August 25, 2025 – January 30, 2026.

c. Event Format

- i. The Masters of Beef Advocacy Career Development Event consists of three parts: a lesson plan, a video of the student teaching the lesson plan, and a reflective essay. All components of this contest are judged prior to the AZ FFA Spring Conference.
- ii. The Masters of Beef Advocacy Career Development Event is designed to determine the members' ability to plan, conduct and evaluate an informational advocacy presentation about cattle and/ or beef reaching consumers with accurate beef information. This contest consists of a lesson plan, teaching video and reflective essay.
- iii. Each student will work individually.
- iv. The lesson plan can be designed to teach a classroom (grade chosen by member) or to reach a professional group, such as your local rotary or Kiwanis clubs, for examples, about a positive message in regard to cattle and/ or beef. The lesson should last 20-30 minutes. **While a classroom is fine, extra consideration will be given to those students who present to local community groups as this is an advocacy contest more so than an agriculture education contest.**
 1. See attached example.
- v. The teaching video of the student presenting their lesson plan must be submitted digitally. The student should upload the video to YouTube.com and

that URL submitted on the wufoo form linked below. That URL will be added to Arizona Beef's YouTube account. If uploading to YouTube is not a possibility, please upload the video to a site of your choosing and include that link on the lanwufoo submission form. If you are still not able to upload the video, please contact the Arizona Beef Council office for assistance. A copy of the Statement of Originality and Release Form must be included with the submission.

- vi. A copy of the presentation must also be submitted. That can look like a PDF of a PPT, a link with access to Canva, or just the file. Judges are not always able to see a screen in a recording, so this supplemental material is vital for to ensure all areas are judged correctly.
- vii. This must be a recording of a live presentation with an actual audience. Please note that we will be reviewing the tape to determine your teaching and information sharing abilities. Do not edit the tape (i.e., extra graphics, music underscore, etc.) This should be a solid video with no cuts.
 1. Examples of groups a student could present to:
 - a. School staff meeting
 - b. Other student clubs like FCCLA
 - c. Rotary
 - d. Church group
 - e. While a classroom is fine, extra consideration will be given to those students who present to local community groups as this is an advocacy contest more so than an agriculture education contest.
- viii. No minimum number of audience members, but we do ask you to try for at least 5.
 1. Number of people in attendance should be verified with photo from the back of the room and sign in sheet.
- ix. The reflective essay should be a maximum of two pages, 1-inch margins, Calibri font size 11, and answer the following prompt: "Why Beef? What I learned about advocating for beef!"
- x. The lesson plan, Statement of Originality, Release form, reflective essay, sign in sheet, and video URL need to be submitted three weeks before the event at 5 pm. These items should all be submitted at <https://arizonaffa.wufoo.com/forms/masters-of-beef-advocacy-cde-submission/>.

5. Tiebreakers

- a. Should a tie occur in the individual scores, the tie will be broken by the highest classroom/ meeting instruction score. If the tie cannot be broken using the classroom instruction score, the highest lesson plan score will be used. If a tie still exists, the highest reflective essay score will be used to break the tie.

6. Awards

- a. Awards will be presented at an awards assembly. Awards are presented to individuals based upon their rankings.

- b. Awards may change, but at time of rule book publication include cash prize for 1st – 3rd place, and a one-on-one industry tour with Arizona Beef Council staff and beef ranchers.

Checklist for Entry to the Contest

Use this checklist to ensure you have all the information you need to complete your entry.

- Lesson Plan
- Presentation materials including a copy (PDF, shareable link, etc.) of your presentation
- Video
- Reflective Essay
- Sign in sheet
- Photo from back of classroom
- Statement of Originality / release form

Lesson Plan Rubric (page 1 of 2)

CATEGORY	Exemplary 8-7	Proficient 6-5	Basic 4-3	Unsatisfactory 2-0	SCORES
Title	The title is accurate, creative and presents a higher order question.	The title is accurate and presents a question.	The title lacks focus and presents a simple question.	The title is off base, lacks organization and fails to present a question.	
Objectives	Objectives are clear and concise, pertinent to lesson and written in an assessable manor.	Objectives are pertinent to lesson and written in an assessable manor.	Objectives are too broad and would be difficult to assess.	Objectives are not focused, written in a non-assessable manor and do not provide direction to the unit.	
Visuals/ Equipment/ Supplies/ Materials/ References	The visuals and equipment list is complete and identifies all visual aids needed while teaching the lesson. PPT, handouts, etc. attached to lesson	The visuals and equipment list is complete but lacks detail regarding use of items during instruction. PPT, handouts, etc. attached to lesson	The visuals and equipment list is incomplete & does not detail all of the visual aids used in the lesson. Not all items attached	The visuals and equipment list is not utilized.	
Introduction/ Interest Approach	Grabs the students/ groups attention, is creative, innovative, well thought out and engages the students	Grabs the students/ groups attention, well thought out and engages the students	Fails to engage the student/ participant, provides little focus for the lesson	Focus, creativity, and students/ group engagement is lacking.	
Directions / Visuals / Materials	Activities exist for each objective taught, are creative and allow students with various learning styles to excel.	Activities for each objective are sufficient, address some different learning styles.	Activities for some objectives exist but lack student involvement and are repetitive to an individual learning style.	Activities do not engage the students and lack key details in being successful learning devices.	
Technical Knowledge	Lesson uses correct, accurate, and up to date information that is pertinent to the lesson.	Lesson uses correct information that is generally focused on the lesson.	Lesson needs to be updated and attention drawn to pertinent information.	Lesson fails to address correct, accurate and up to date information and lacks focus.	
Review Activity	Evaluations of comprehension for each objective are innovative and do an exceptional job giving clear	Evaluations of comprehension are organized, directions are present on each section and different testing methods are used.	Evaluation of comprehension lack organization and clarity, directions are difficult to	Evaluation of comprehension needs more effort, lacks clarity and direction.	

	direction, use different testing strategies, assessing knowledge, and are well organized.		follow and do not use a variety of upper and lower level questions.		
Power Points/ Visuals	Proper use of creativity, color, knowledge, technology and pertinent information	Uses proper color, knowledge and pertinent information	Lacks creativity, focus and accurate information	Complete disregard for visual support and student learning	
Spelling, punctuation, grammar	Lesson plan contains no errors	Lesson plan contains 1-3 errors	Lesson plan contains 4-6 errors	Lesson plan contains more than 6 errors	
Topic	Topic chosen by student closely aligns with assigned topic	Topic chosen by student somewhat aligns with assigned topic	Topic chosen by student barely aligns with assigned topic	Topic chosen by student does not align with assigned topic	
Summary/ Conclusion	Main points and objectives are successfully reviewed and student/ participant comprehension is assessed.	Main points and objectives are reviewed and partial student comprehension is assessed.	Main points and objectives are inadequately reviewed with minimal student comprehension assessed.	Main points and objectives are not reviewed with no student comprehension assessed.	
				TOTAL:	<u> </u> /88

Video Lesson Evaluation

CATEGORY	Exemplary 20-15	Proficient 14-10	Basic 9-5	Unsatisfactory 4-0	SCORES
Quality/ Clarity of Video	Video quality is excellent and volume is sufficiently clear.	Video quality is slightly grainy, but still able to understand and hear presentation.	Video is low quality and listener has to listen closely to hear information.	Video quality is unacceptable and volume is insufficient.	
Engagement	Speaker is engaging through presentation, keeping the audience tuned in and learning at a reasonable pace.	Speaker is engaging during parts of the presentation but loses the audience at points.	Speaker is unengaging making rapt attention difficult.	Speaker doesn't work to hold audience's attention at all.	
Topic Knowledge	Presenter is extremely knowledgeable about the topic and can answer questions with ease and accuracy.	Presenter knows topic at a suitable level and is only able to answer some questions but offers to look further into questions they aren't able to answer.	Presenter needs more knowledge on the topic and struggles to answer questions.	Presenter has very little knowledge on the topic and doesn't attempt to answer questions.	
Slides/ Visual Aids	Slides/ visual aids enhance the presentation but don't distract from presenter and information.	Slides/ visual aids don't add or subtract from effectiveness of presentation.	Slides/ visual aids are distracting from information being shared.	Slides/ visual aids completely overtake the presentation and are not helpful in communicating the knowledge/ information.	
Body language	Presenter uses positive and confident body language which aids in trust and understanding of the topic.	Presenter attempts to use effective body language but doesn't maintain it throughout the entirety of the presentation.	Presenter lacks positive and confident body language throughout the majority of the presentation.	Presenter's body language is negative and lacks confidence.	
Effectiveness of Presentation	The presentation is creative in how main points are made, quality and power of the presentations is excellent.	Presentation is accurate but lacks creativity. Clarity and pace are sufficient.	Presentation lacks focus and clarity. Gestures/ technology is distracting.	Presentation is off base, lacks organization and fails to communicate the goal of activity.	
TOTAL:					____/120

Reflective Essay Rubric

CATEGORY	10-7	6-4	3-0	Score
Answers the prompt	The paper is clear in its response to the essay prompt.	The writer is beginning to answer the prompt but struggles with getting their point across.	There is no real sense that the writer has an understanding of the prompt.	
Content	This paper is clear and focused. It holds the reader's attention. Relevant details enrich the central theme.	The writer is beginning to define the topic, even though development is still basic or general.	As yet, the paper has no clear sense of purpose or central theme. To extract meaning from the text, the reader must make inferences based on sketchy or missing details.	
Introduction	The introduction is inviting, states the main topic and previews the structure of the paper.	The introduction states the main topic, but does not adequately preview the structure of the paper nor is it particularly inviting to the reader.	There is no clear introduction of the main topic or structure of the paper.	
Organization	The organization enhances and showcases the central idea or theme. The order, structure or presentation of information is compelling and moves the reader through the text.	The organizational structure is strong enough to move the reader through the text without too much confusion.	The writing lacks a clear sense of direction. Ideas, details or events seem strung together in a loose or random fashion; there is no identifiable internal structure.	
Voice	The writer speaks directly to the reader in a way that is individual, compelling and engaging. The writer crafts the writing with an awareness and respect for the	The writer seems sincere but not fully engaged or involved. The result is pleasant or even personable, but not compelling.	The writer seems indifferent, uninvolved or distanced from the topic and/or the audience.	

	audience and the purpose for writing.			
Word Choice	Words convey the intended message in a precise, interesting and natural way. The words are powerful and engaging.	The language is functional, even if it lacks much energy. It is easy to figure out the writer's meaning on a general level.	The writer struggles with a limited vocabulary, searching for words to convey meaning.	
Sentence Fluency	The writing has an easy flow, rhythm and cadence. Sentences are well built, with strong and varied structure that invites expressive oral reading.	The text hums along with a steady beat, but tends to be more pleasant or businesslike than musical, more mechanical than fluid.	The reader has to practice quite a bit in order to give this paper a fair interpretive reading.	
Conventions	The writer demonstrates a good grasp of standard writing conventions (e.g., spelling, punctuation, capitalization, grammar usage, paragraphing) and uses conventions effectively to enhance readability. Errors tend to be so few that just minor touchups would get this piece ready to publish.	The writer shows reasonable control over a limited range of standard writing conventions. Conventions are sometimes handled well and enhance readability; at other times, errors are distracting and impair readability.	Errors in spelling, punctuation, capitalization, usage and grammar and/or paragraphing repeatedly distract the reader and make the text difficult to read.	
TOTAL:				<u> </u> /80

LESSON PLAN TEMPLATE



THE UNIVERSITY OF ARIZONA
COLLEGE OF AGRICULTURAL & LIFE SCIENCES
**Agricultural Education,
Technology & Innovation**

Lesson Title:	
Objective(s): <i>At the conclusion of the presentation, the audience will be able to...</i>	
Audience Analysis:	
Visuals, Equipment, Supplies, Materials and References:	
<u>Visuals:</u> <input type="checkbox"/>	
<u>Supplies, Equipment, and Materials:</u> <input type="checkbox"/>	
<u>References:</u> <input type="checkbox"/>	
1 OPENING (INTRODUCTION/INTEREST APPROACH)	1.1 TIME



Directions / Visuals / Materials	CONTENT OUTLINE (by Objectives)	Time
Objective 1:		
Objective 2:		
Objective 3:		
2 CLOSING		3 TIME

**** Lesson plan template courtesy of the University of Arizona Agricultural Education, Technology, and Innovation department.**

ARIZONA ASSOCIATION FFA
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Phoenix, AZ 85007-3209



MASTERS OF BEEF ADVOCACY CONTEST
STATEMENT OF ORIGINALITY

District Name _____ District Placing _____

Student Last Name _____ First Name _____

Student Address _____
City State Zip

Phone Number () _____

FFA Chapter _____

My speech entitled _____

is the result of my own effort and ability. It is understood that I am encouraged to utilize all available training facilities of my local school in developing my speaking abilities, and that I may obtain facts and working data from any source. However, in securing information as direct quotes or phrases, specific dates, figures or other materials, such must be marked in "quotes" in manuscript and are identified in the bibliography at the end of the manuscript. Failure to do so represents plagiarism and will automatically disqualify a contestant. (Action of State FFA Advisory Board, August 1984.)

I hereby grant the Arizona FFA the right to publish and have published this manuscript after the contest and/or after competition at the national level (if speech becomes a state winner).

Date _____

Contestant Signature: _____

Chapter Advisor Signature: _____

(Form completely filled out must be submitted with manuscript)

Submit to: Arizona Beef Council, 916 W. Adams St., Phoenix, AZ 85007